

RESOURCE GUIDE
FOR
ALTERNATE KENTUCKY PERFORMANCE RATING
FOR EDUCATIONAL PROGRESS (K-PREP)
ATTAINMENT TASKS
2016-17



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Introduction

In response to feedback from Kentucky stakeholders, the Kentucky Department of Education has created the Alternate K-PREP Resource Guide. The purpose of this Resource Guide is to provide Kentucky teachers and administrators with a document that contains information related to content instruction and administration of the Alternate K-PREP Attainment Tasks. Based on feedback from teachers in the field, great effort has been made to further reduce the language, memory load, and complexity in the Attainment Tasks and still remain aligned to the content standards.

In this document, teachers will find information on how to make modifications and adaptations to the Attainment Tasks while remaining compliant with testing protocol. Additionally, this document provides pictures of general terms (that **may** be used in test administration) for each content area. Teachers may begin using these pictures (**and teaching what the pictures mean**) during instruction so that students are familiar with the pictures prior to testing. Finally, for some content areas at specific grade levels this document provides additional instructional information, based on assessment protocols.

General Information

This section of the Resource Guide has two specific purposes. First, this section will discuss some basic testing procedures that teachers may not fully understand. When administering the assessment, the test administrator should:

- Carefully read the italicized directions that precede each question. Instructions can change from question to question.
- Emphasize words in the questions that are bolded and underlined (e.g., **not**, **most**, **likely**, **best**, etc.) when reading questions to the students:

- Determine for each student if words provided in parenthesis () should be used in place of, or in addition to, the preceding word.
- Determine if the student would benefit from using the picture response options, having the test only read aloud, or if picture response options need to be adapted.
- Orient the student to the materials. Below are several examples of acceptable student orientation:
 - Prior to reading the question, draw the student's attention to the response options (e.g., point to and read aloud each response option)
 - Read picture captions to the student while presenting each response option
 - Direct the student to look at supplemental materials that are needed to answer the question (e.g., graphs, maps, story boards, sentence templates, etc.)
 - When the task calls for completing a sentence template, tell the student in advance (e.g., "I will read an incomplete sentence and then you will pick the best word/phrase to complete the sentence.")
 - If the question includes a cloze (fill in the blank) sentence, the test administrator may read the sentence with each response option.
- If student needs pictorial support, present the pictures from the story board (that accompanies the passage) to the student as the passage is being read aloud to the student.
 - Each passage includes superscript numbers before sentences or groups of sentences. This superscript number corresponds to a picture on the story board. If using pictures, test administrators should present the corresponding picture as the passage is read.
 - Test administrators may cut apart pictures and sequence them by paragraph.

- Test administrators may point to the pictures as he or she reads aloud to the student.
 - Test administrators may cover and uncover pictures as appropriate.
- Reread any portion of the script, passage, question or response again when it is determined that the student is not focused or engaged in the assessment, as long as it does not direct the student to the correct response.

Modify and adapt materials as needed to ensure materials are presented to the student in the student's mode of receptive and expressive communication.

This section will also prepare teachers to make accommodations and adaptations to the Attainment Task itself. The Attainment Tasks are a scripted test, and therefore all materials can be read to the student. However, the student has the option of reading the test for him or herself. Teachers always have the option to present the question to the student and read each answer choice to the student (while pointing to the picture) prior to requesting a student response. As indicated above, it is recommended that the teacher orient the student to all materials prior to asking each question. In order for a student to receive modifications to the test, the accommodations must be necessary for student participation and indicated on the student's IEP. The accommodations cannot guide or lead the student to the correct answer. Therefore, any modification (e.g., coloring the picture) that is made for one response option for a particular question must be made to all response options in that question. Additionally, even when response options are presented in a different format, they must be presented in the same order as they are presented in the task. Examples of some common accommodations (this is not an exhaustive list; please follow testing protocol to ensure use of appropriate accommodations):

- Enlarge the tasks – Both questions (if necessary) and pictures may be copied and enlarged to facilitate access for students with low vision.

- Put the questions, sentence templates, pictures, and other needed materials into the student's receptive mode of communication (e.g., use tactile objects, Writing with Symbols, or other mode of communication to present questions, etc.)
- Color the pictures – To provide high contrast, pictures may be colored.
- Highlight sections of text that need to be reread (e.g., when the task indicates to reread Line 7 of a poem if needed, the teacher may highlight Line 7 of the poem to help focus the student's attention to Line 7).
- Raise lines on graphs, maps and pictures using embosser, glue, or puff paint.
- Explain pictures to the student.
- Use pictures that students have used instructionally if they are different than those provided in the task, ensuring that all response options are changed.
- Provide manipulatives to solve math questions.

Teachers may order specialized materials for students with Visual Impairments. These materials are provided only when required supplemental materials can be enhanced using tactile graphics. Tactile graphics are embossed on special thermal paper. Tactile graphics of maps, charts, ecosystems and other relevant items are provided. Students should be receiving instruction on how to read tactile graphics throughout the year. For more information on teaching students how to use tactile graphics, refer to: <http://s22318.tsbvi.edu/mathproject/ch6-sec2.asp>

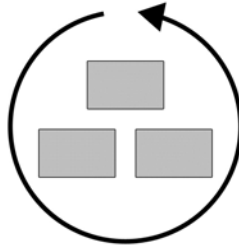
Glossary of General Terms

A picture glossary of general terms that will be used in the Attainment Tasks follows on pages 7-12.

General Terms



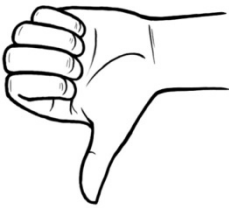
Add, Improve, More*, Increase*



All of the above
(shading may vary)



Bad Idea



Bad, Harmful, Dislike, Hate,
Negative*, Unfair, Cruel, Not well



Best



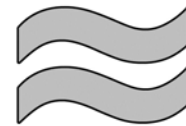
Caution, Concern, Attention,
Dangerous, Trouble



Clock, Time*, Hours, Minutes



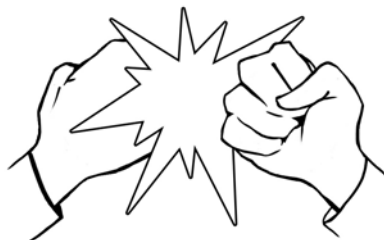
Collaboration, Friendship*



Comparison



Compromise, Agree*, Thank*



Conflict, Fighting



Decrease, Short, Down, Less*,
Low, Not enough*

*Indicates the term has more than one possible picture representation.

General Terms



Detail*, Find*, Investigation*



Different, Not equal, Does not stay
the same



Disagreement*, Differences

≈ 1, 2, 3

Easy



Equal, Neutral, Balance*, Same*,
Identical, No effect*, No change*,
No impact*, No difference*, Stable*



Favorite



Flowers, Beauty, Pretty, Vibrant



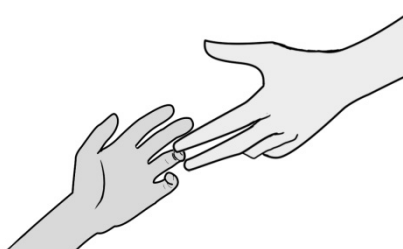
Good, Beneficial, Great, Well,
Positive*, Like, Cool



Greater than



Hello



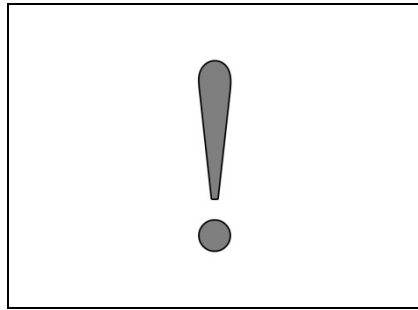
Help, Assistance



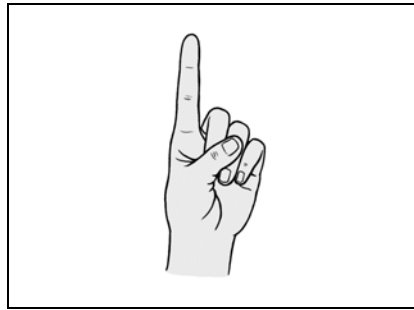
Idea, Main idea

*Indicates the term has more than one possible picture representation.

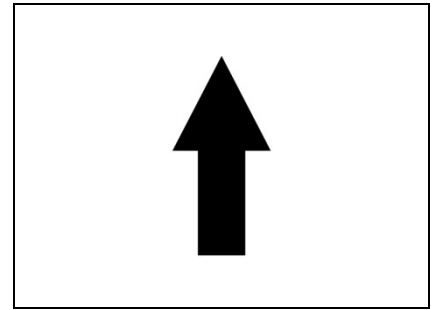
General Terms



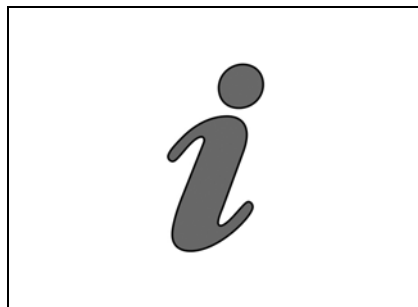
Important, Emphasis, Excitement



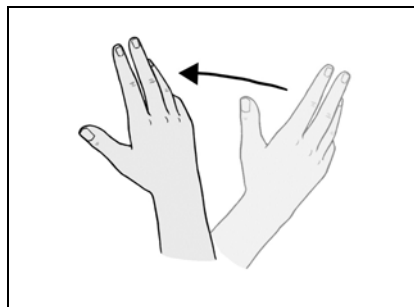
In Conclusion, Opinion, Point,
One*



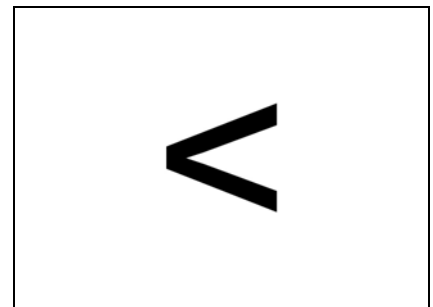
Increase*, Long, Up, Tall, More*,
Growth*



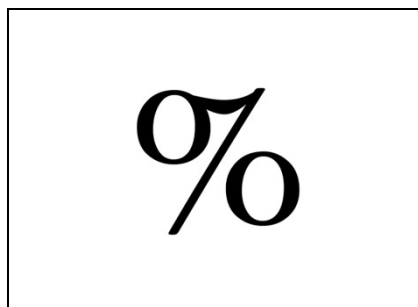
Information, Inform



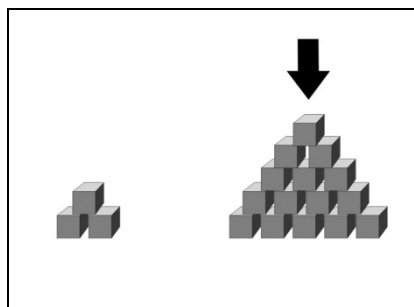
Invite



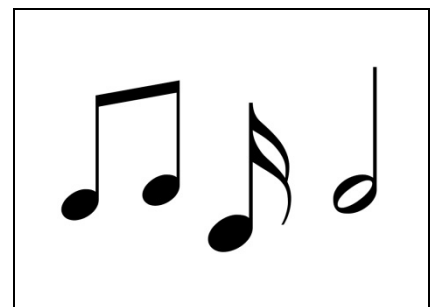
Less than



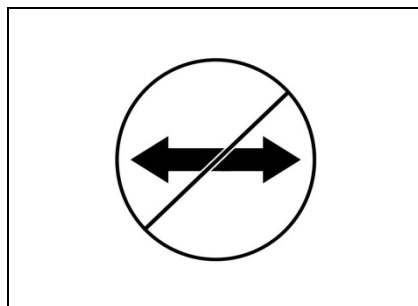
Maybe, Chance, Probability



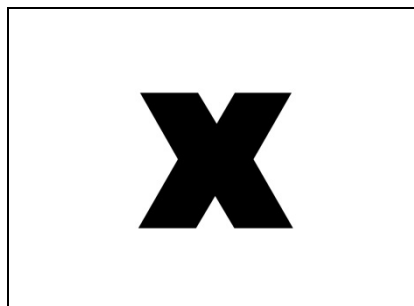
Most



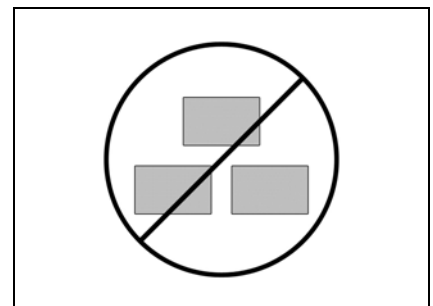
Music



No relationship



No*, Stop*



None of the above
(shading may vary)

*Indicates the term has more than one possible picture representation.

General Terms



Not enough information



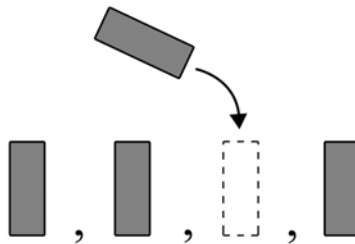
Online*, Online source*

1) ...
a.
b.
c.
2) ...
a.
b.
c.
3) ...
a.
b.
c.

Organize, Outline, Discussion
points (may have text)



Paint, Creativity, Art



Place (verb)



Popular



Population*



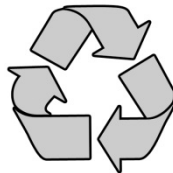
Pretend, Imagine



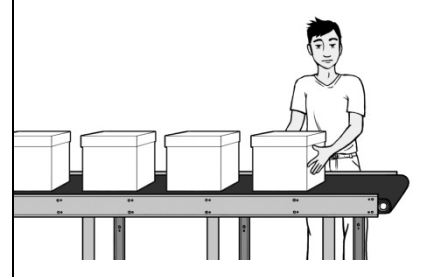
Purpose*, Question, Ask, What



Recess, Playground



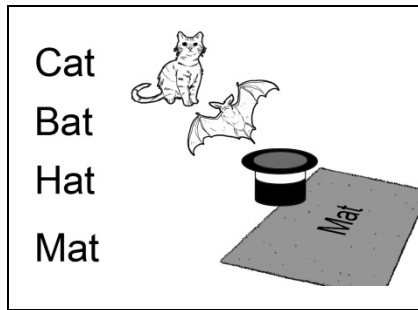
Recycle



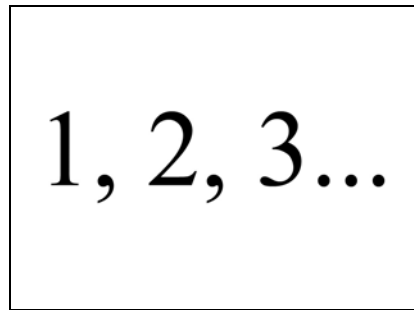
Repetition

*Indicates the term has more than one possible picture representation.

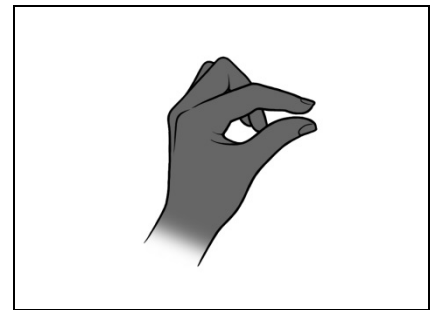
General Terms



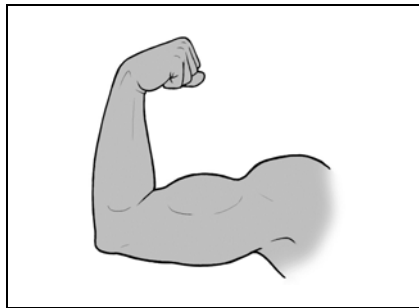
Rhyme



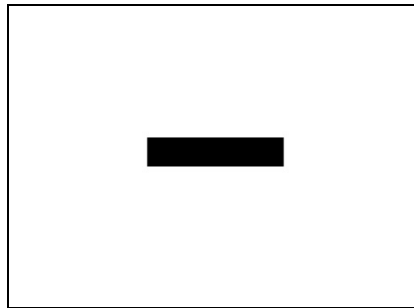
Sequence



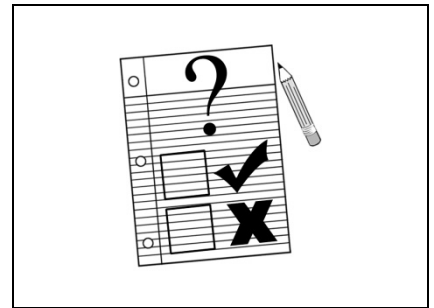
Somewhat, A little



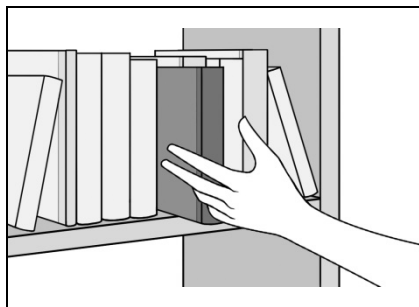
Strong



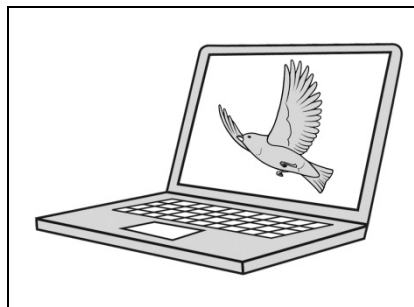
Subtract, Less*, Decrease*



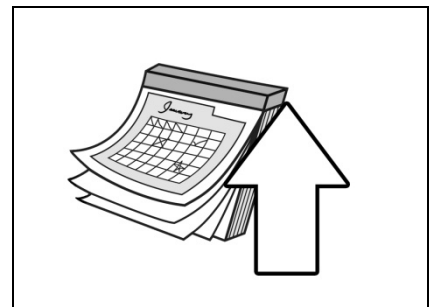
Survey



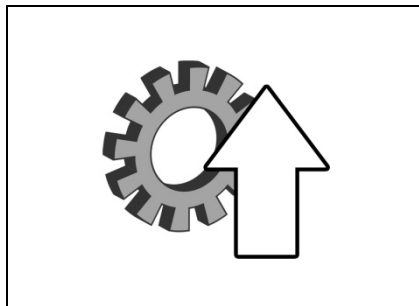
Topic*



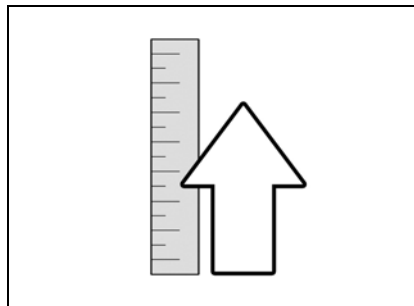
Twitter, Tweet (may be on or off computer screen)



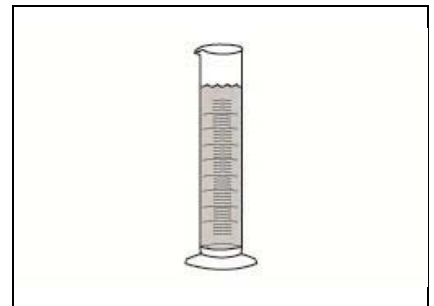
Update



Upgrade (technology advance)



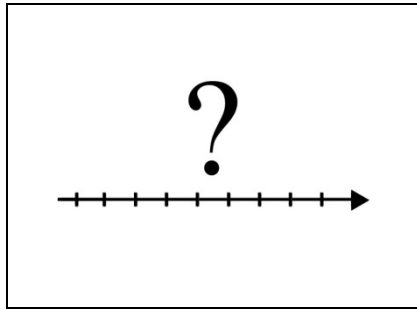
Upscale



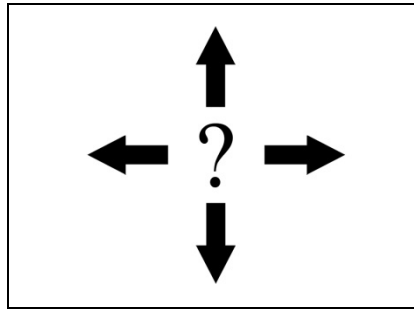
Volume

*Indicates the term has more than one possible picture representation.

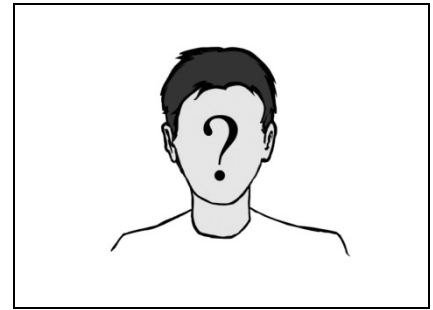
General Terms



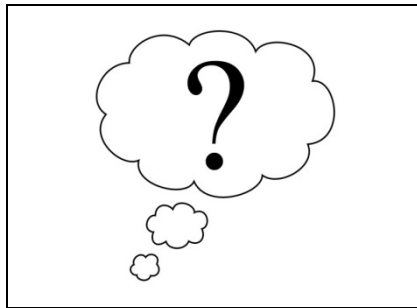
When*



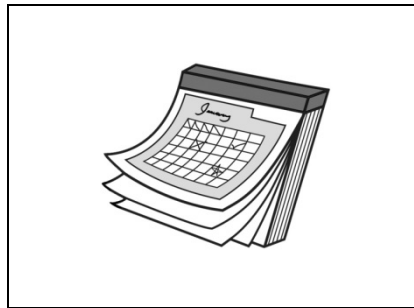
Where



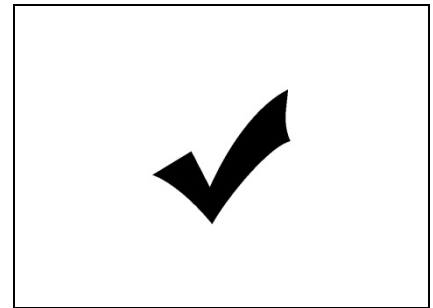
Who



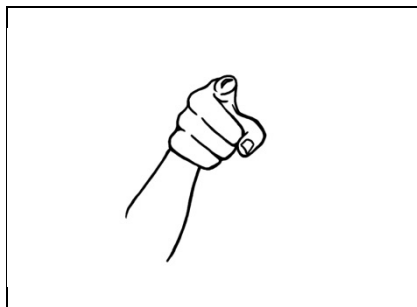
Why



Year, Date, Time*



Yes, Solution, True, Credible,
Resolution*, Agree*



You

*Indicates the term has more than one possible picture representation.

English Language Arts (Reading and Writing)

READING

In reading, the passages were specifically written for the Alternate K-PREP and will not be present until materials are delivered in district. **Instruction should focus on the concepts rather than discrete skills.** For example, students should be learning how to identify a character, setting and plot from a story, not just to identify a specific character from a particular story.

WRITING

In writing, there is not a writing prompt that has the student complete a written paper or project. Writing tasks are written in the same as other content areas of the AT, using multiple choice questions. Some questions may ask students to complete a cloze sentence, to identify the purpose or audience, or to select the word that would be the best transition, closing, introduction, sensory word, etc., but the student does not submit a final product for scoring. The test administrator will record the student's response for each item. Students should be familiar with how to use graphic organizers.

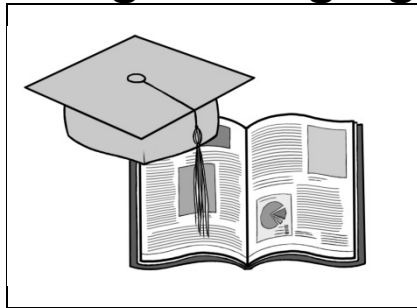
For the purposes of this assessment, publishing is defined as the intentional sharing of information with an intended audience (e.g., email to a specific audience, social media, blog, website, etc...).

Use of technology is included in the writing standards; ensure students are familiar with accessing the Internet, using computer programs such as word processing and PowerPoint and they know the purpose of other technologies such as digital projectors.

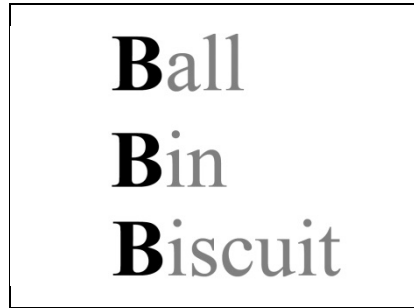
Glossary of ELA Terms

A picture glossary of ELA terms that will be used in the Attainment Tasks follows on pages 14-21.

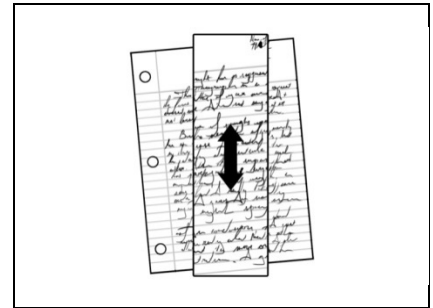
English Language Arts



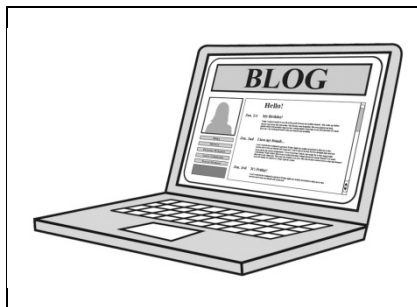
Academic*, Scholarly journal*



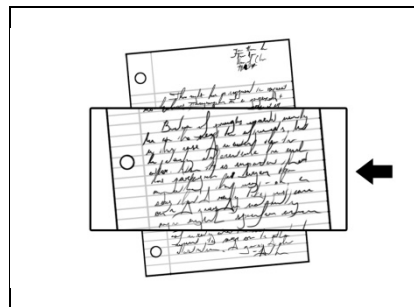
Alliteration



Anywhere



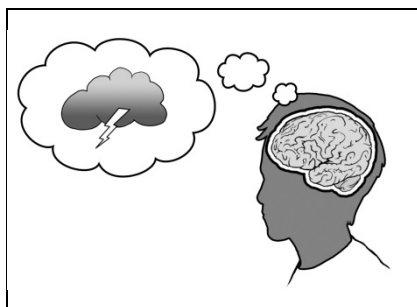
Blog (may be on or off computer screen)



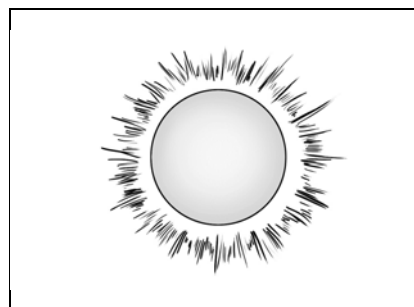
Body*



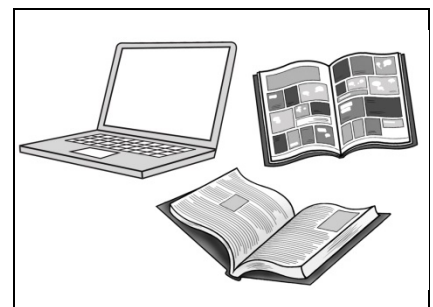
Book*, Fact, Novel, Educational*, Learned, Reading*



Brainstorm*



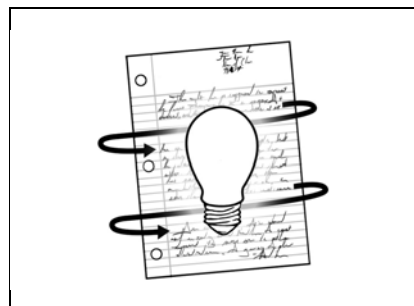
Bright, Summer, Day*



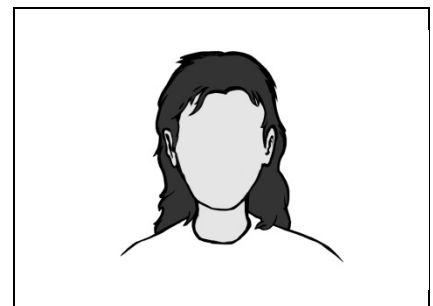
Broaden inquiry, Research, Find out about



Caution, Concern, Attention
Dangerous, Trouble



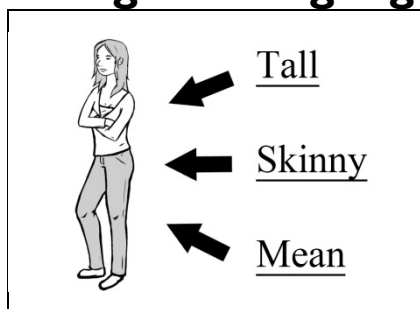
Central idea



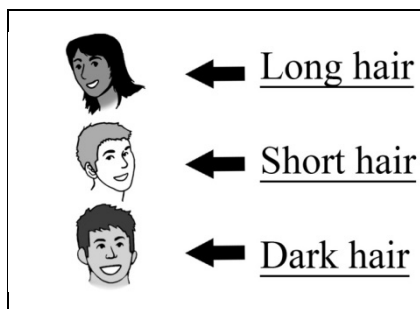
Character

*Indicates the term has more than one possible picture representation.

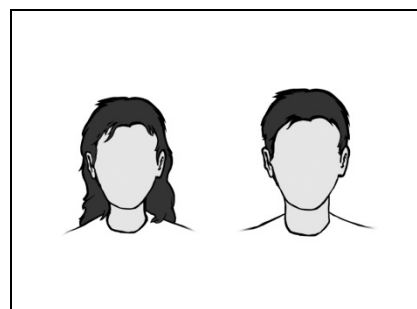
English Language Arts



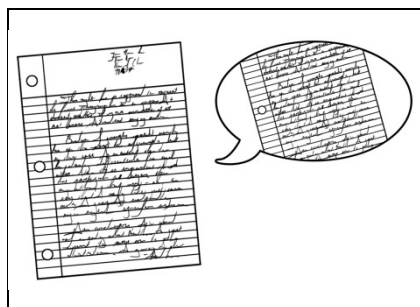
Characterization



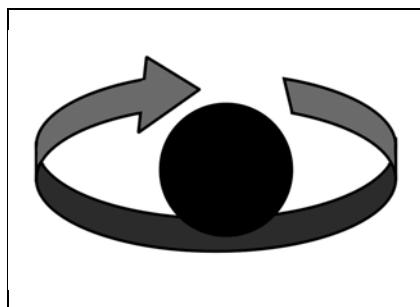
Characters
(describing different)



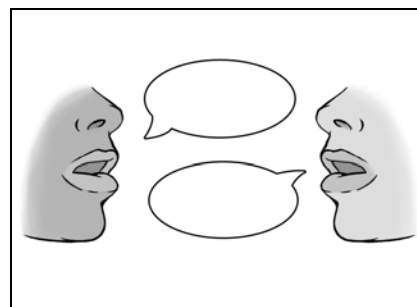
Characters



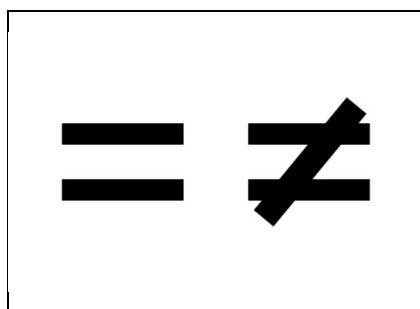
Cite



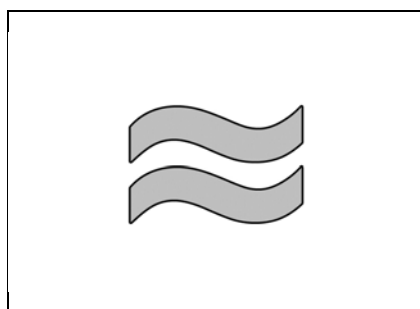
Climax (turning point)



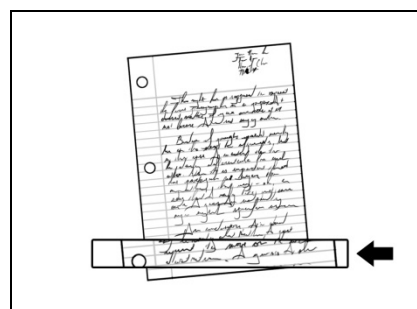
Communicate*



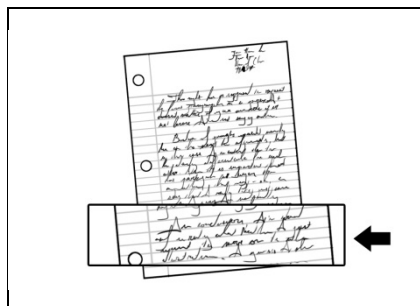
Compare and contrast



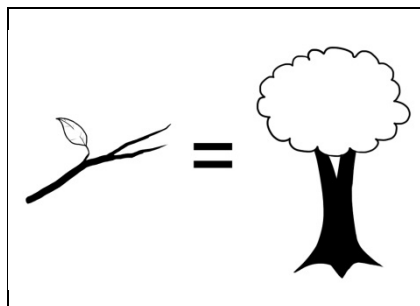
Comparison



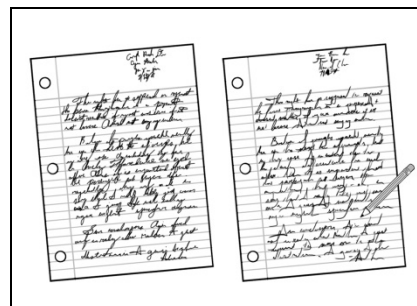
Concluding sentence,
End (of the paper)



Conclusion



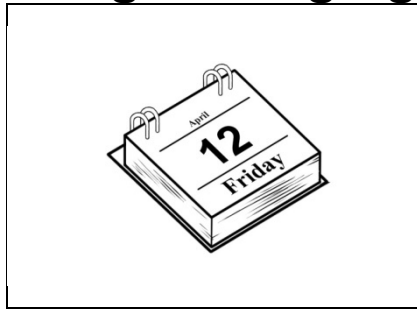
Connotative language



Copy, Plagiarize

*Indicates the term has more than one possible picture representation.

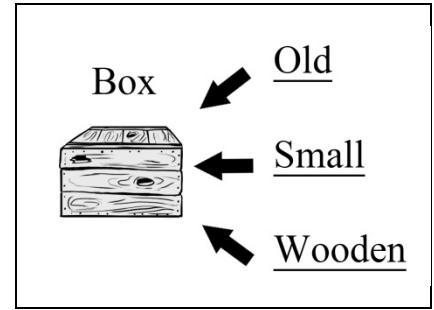
English Language Arts



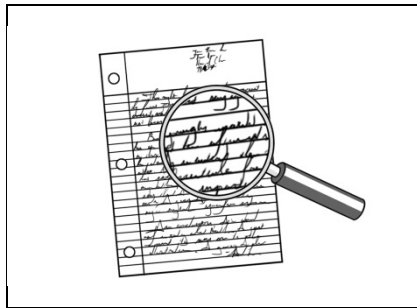
Day*
(as in date)



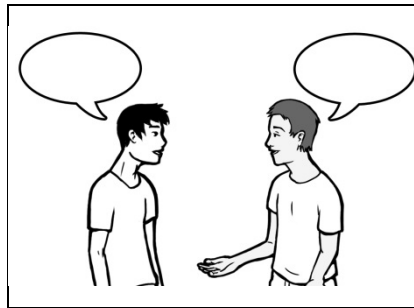
Deeper perspective



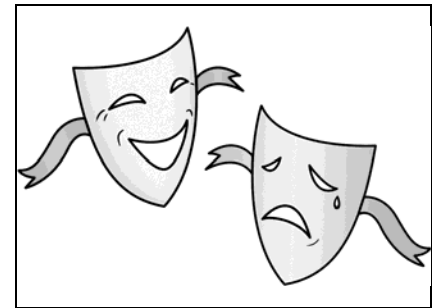
Descriptive, Description,
Descriptive detail



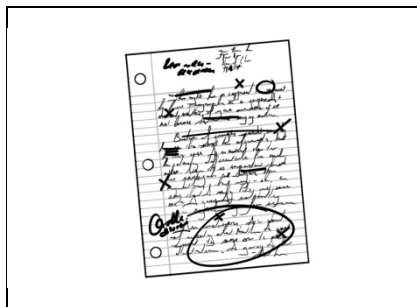
Detail*, Supporting details,
Investigation*



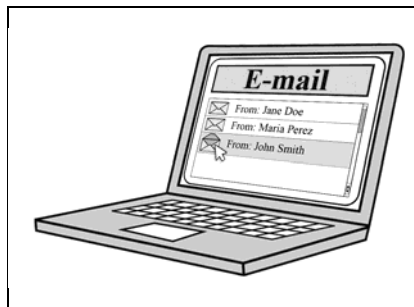
Dialogue



Drama, Comedy, Tragedy



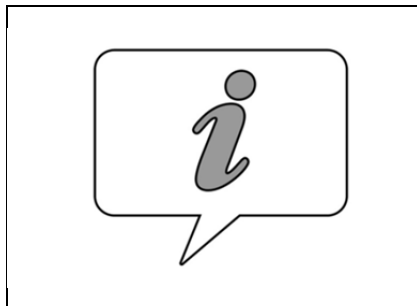
Edit*, Make suggestions for
improvement*, Correct errors*



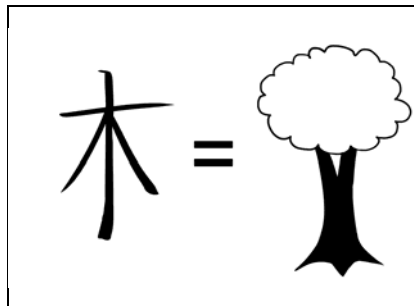
Email
(may be on or off computer screen)



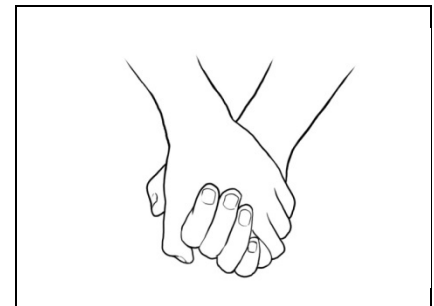
Entertain



Expository



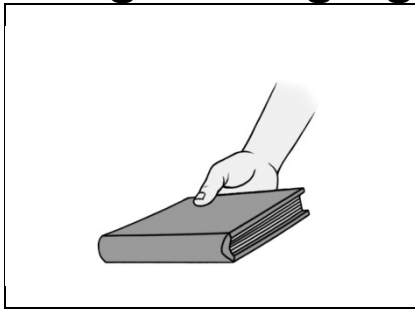
Foreign language



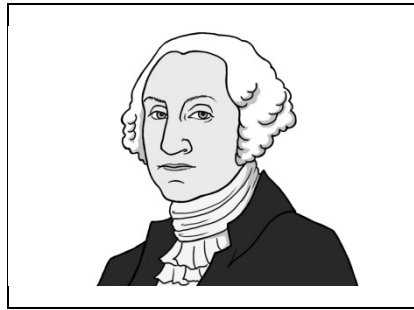
Friend*

*Indicates the term has more than one possible picture representation.

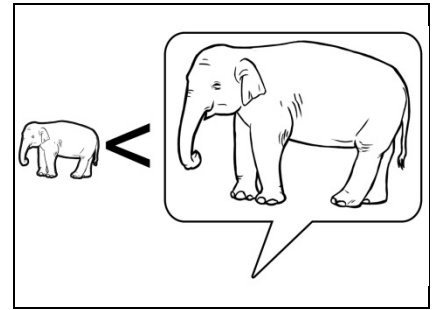
English Language Arts



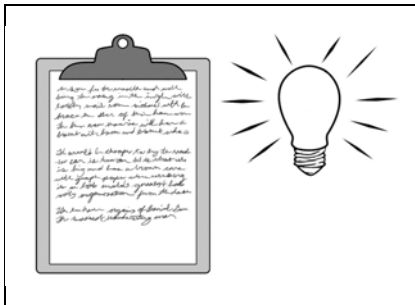
Gather information, Find another source



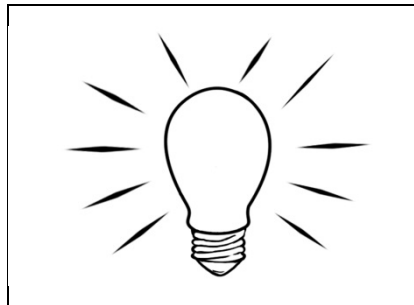
George Washington, History*



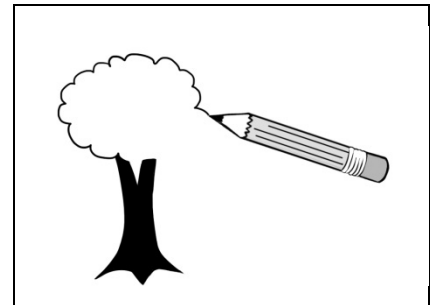
Hyperbole



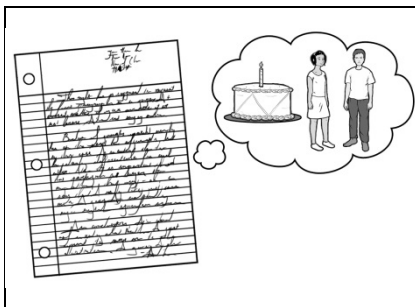
Hypothesis



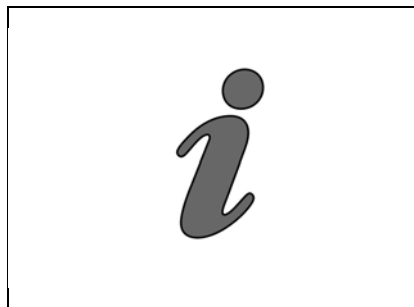
Idea, Main idea



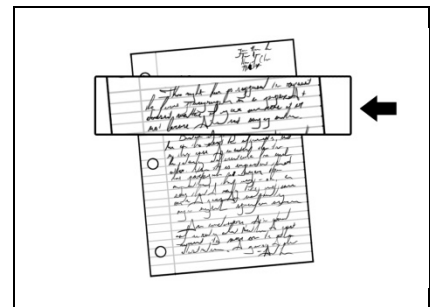
Illustrate, Draw, Make a picture
(may be on or off paper)



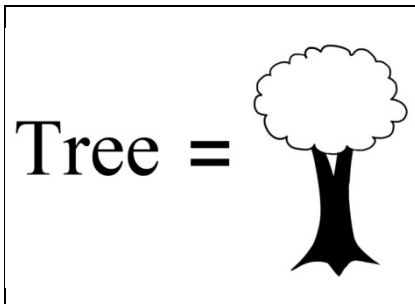
Imagery*



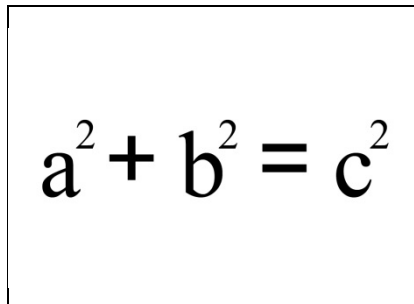
Inform, Information



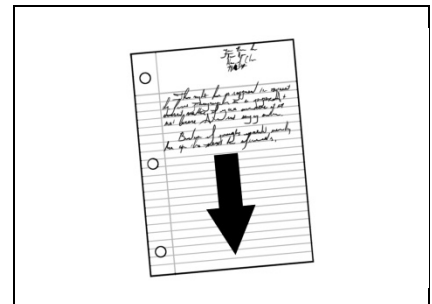
Introduction, Introduce*,
Beginning



Literal text, Explicit language



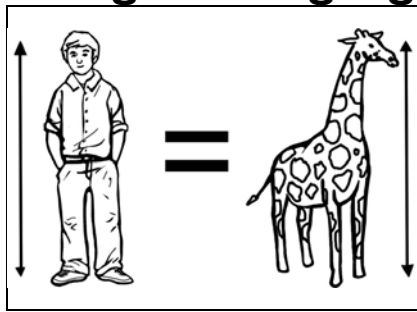
Logic



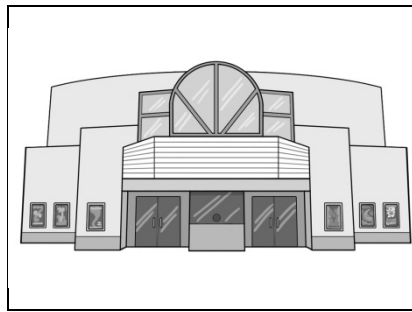
Make project or story longer, Add length, Use as many words as possible

*Indicates the term has more than one possible picture representation.

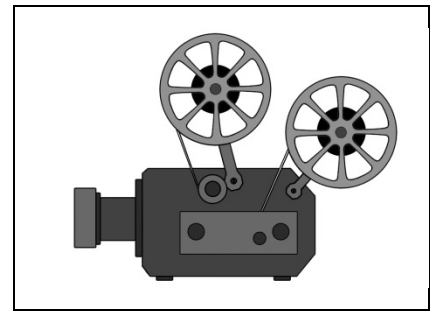
English Language Arts



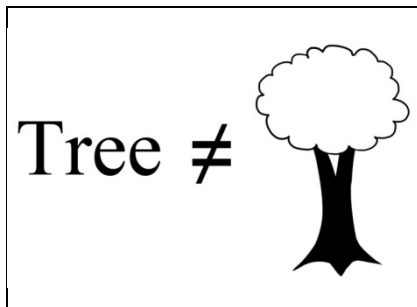
Metaphor



Movie*, Movies*



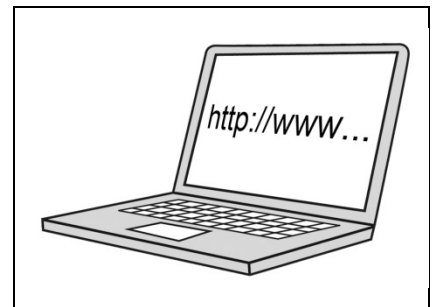
Movie*



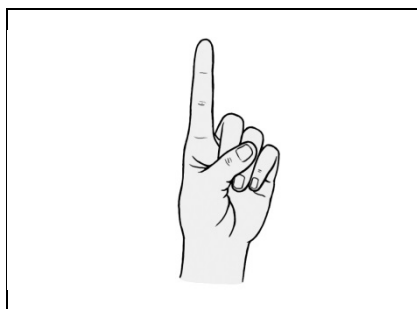
Non-literal text, Figurative



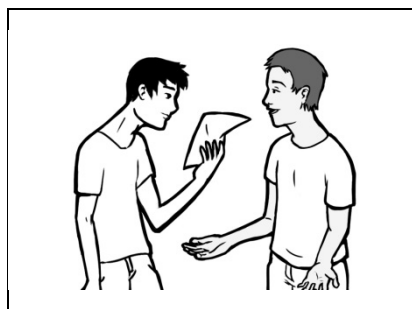
Not enough information



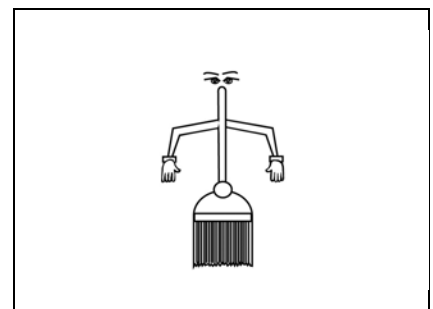
Online*, Online source (may have different content on screen)



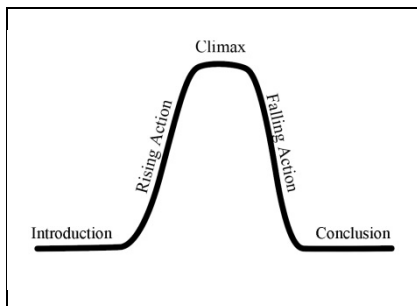
Opinion, One*



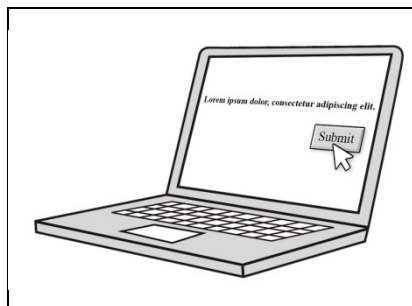
Peer review



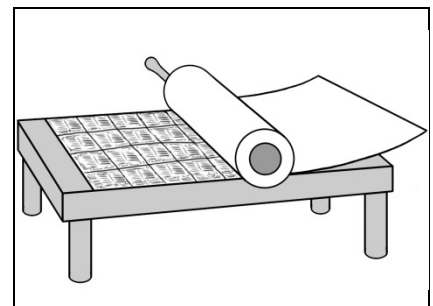
Personification



Plot, Narrative



Post a comment (may be on or off computer screen)



Publishing

*Indicates the term has more than one possible picture representation.

English Language Arts



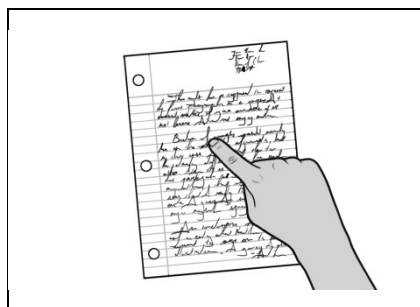
Purpose for writing, Author's purpose



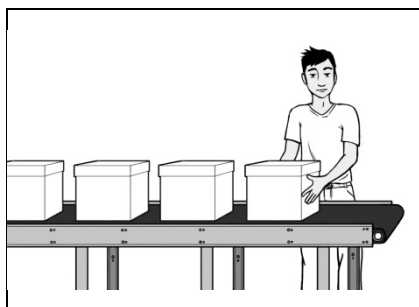
Purpose, Question, Ask, What



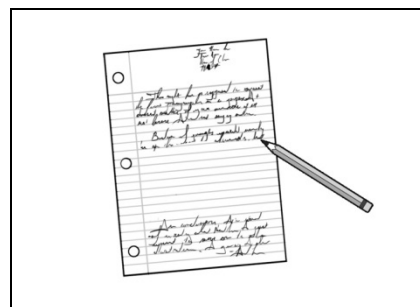
Random words, Different fonts



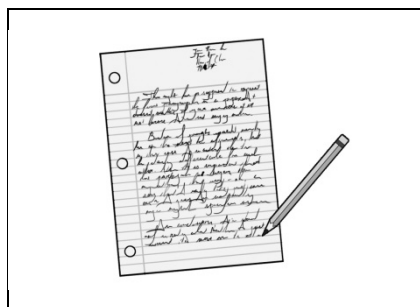
Read the paper*, Find or Check for errors*



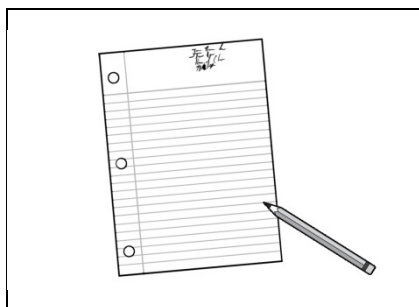
Repetition



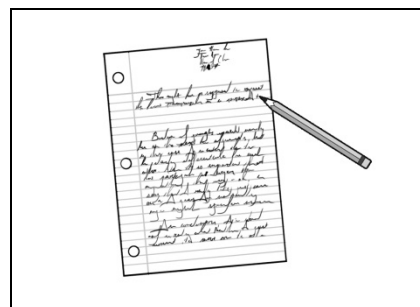
Rewrite body



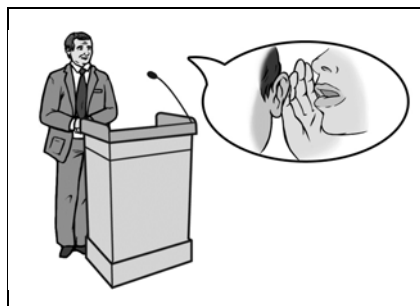
Rewrite conclusion



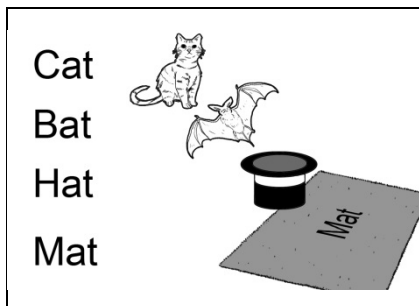
Rewrite entire paper*



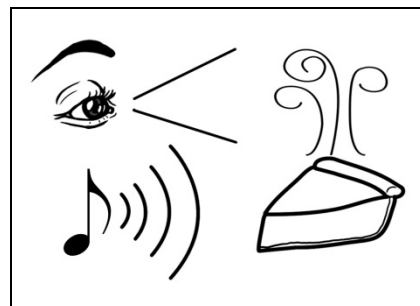
Rewrite introduction



Rhetoric



Rhyme



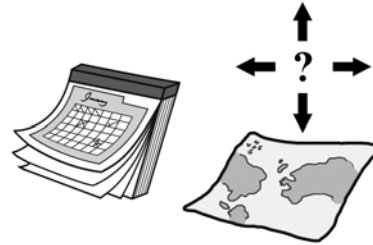
Sensory language

*Indicates the term has more than one possible picture representation.

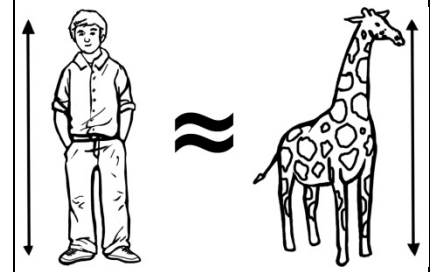
English Language Arts

1, 2, 3...

Sequence, Order, Word count



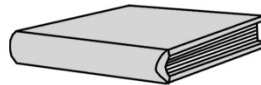
Setting



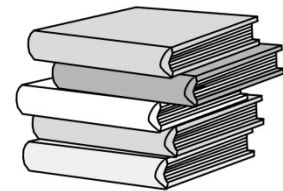
Simile



Slogan



Source*, Resource* (one)

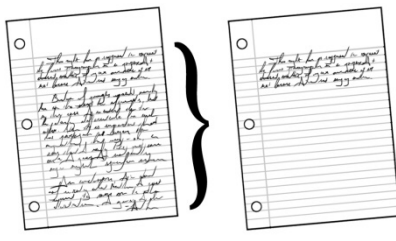


Sources*, Resources*



Spell check

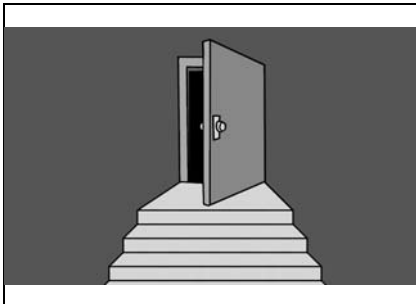
(may be on or off computer screen)



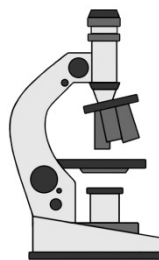
Summary



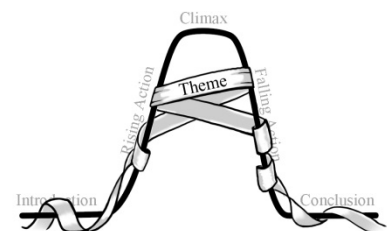
Supporting idea



Suspense



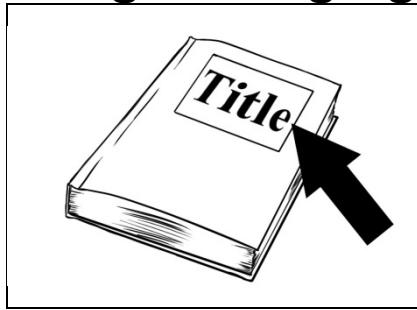
Technical language



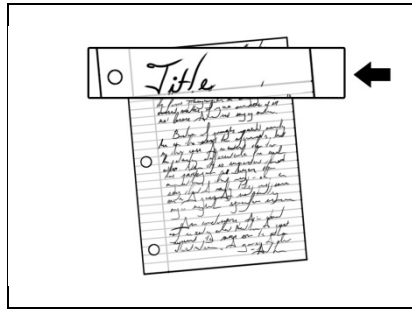
Theme

*Indicates the term has more than one possible picture representation.

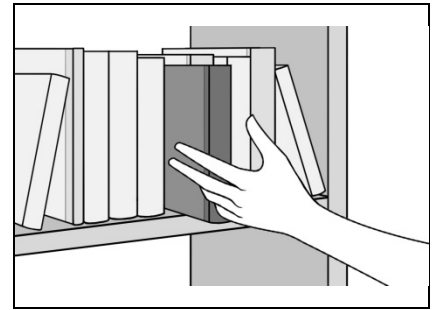
English Language Arts



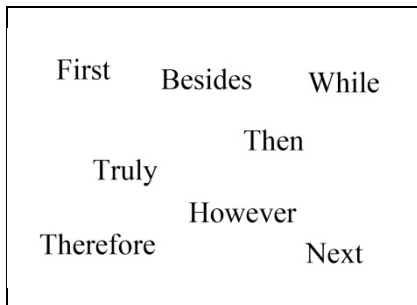
Title of book



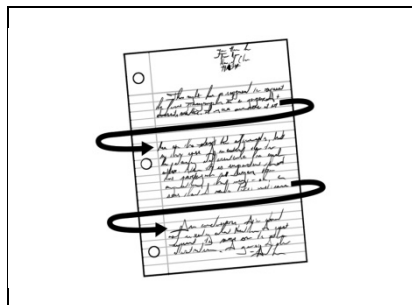
Title of paper



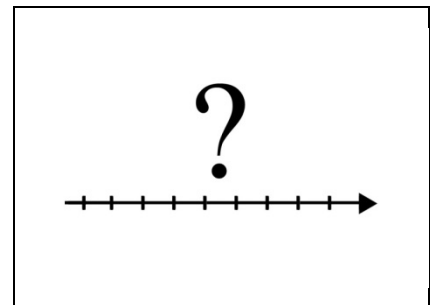
Topic*



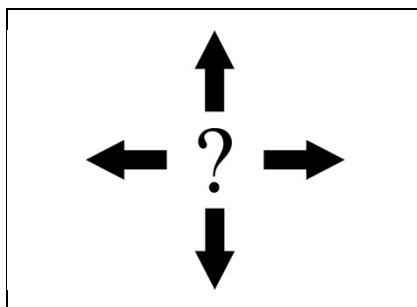
Transition words



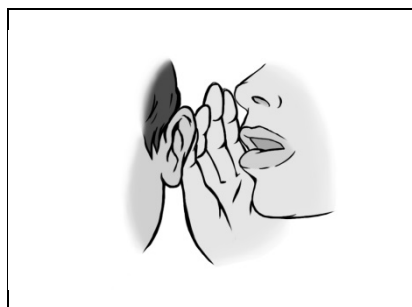
Transitional sentence, Create flow



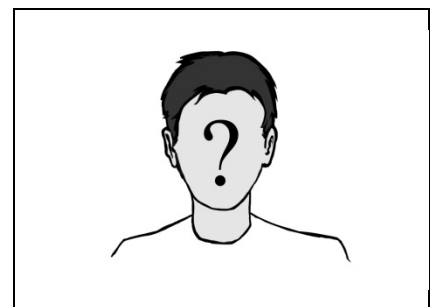
When*



Where



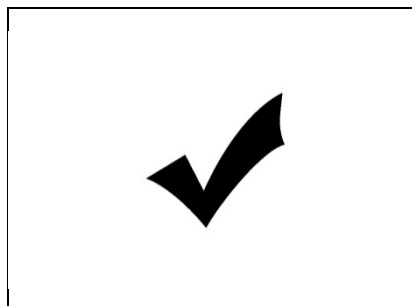
Whisper, Persuade



Who



Why



Yes, Solution, True, Credible,
Resolution*, Agree*

*Indicates the term has more than one possible picture representation.

Mathematics

In mathematics, **illustrations are used to express numbers at the elementary school level only**. Because pictures of apples, dollars, rulers and/or thermometers are not always easy to read when large numbers are involved, the Attainment Tasks will use consistent representations across all content, regardless of the unit being measured. Below is a list of these representations:

- **Whole numbers** (when standing alone) are illustrated using base ten blocks, hundred squares, and thousand cubes (see glossary below for examples).
- **Fractions** are illustrated using a circle, or pie chart. The numerator is the shaded section of the whole. When the response is a mixed number (e.g., one and one half) the whole numbers in that item will also be represented with a whole circle. These numbers are small enough to make this possible (see glossary below for examples).
- **Decimals (including money)** will always be represented by the number (as described above with base ten blocks), a decimal point, and the hundred squares with the corresponding decimal portion shaded (see glossary below for examples).
- **Negative integers** are represented by base ten blocks that are completely shaded.

Middle school and high school mathematics tasks will not have illustrations for numbers, but teachers can still use manipulatives and pictures if the student needs these materials. Remember, modifications and accommodations just need to be consistent across the response options of each question.

In 8th grade mathematics, the Attainment Tasks will only require students **solve** for the volume of a cylinder.

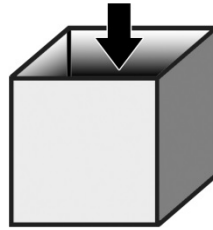
Glossary of Mathematics Terms

A picture glossary of Mathematics terms that will be used in the Attainment Tasks follows on pages 23-27.

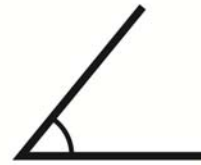
Math



Add, Improve, More*, Increase*



Amount of space in a closed figure



Angle, Acute angle



Area



Circumference



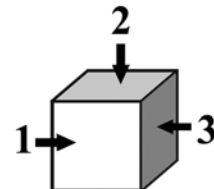
Clock, Time*, Hours, Minutes



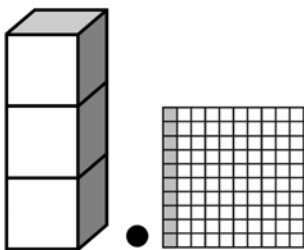
Congruent*
(sides)



Congruent*
(symbol)



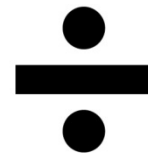
Count cube faces



Decimals (3.1)
ELEMENTARY ONLY



Decrease*, Down, Less*



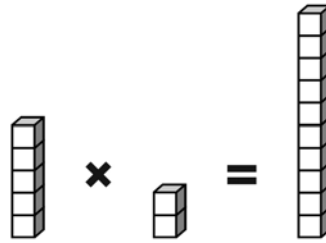
Division

*Indicates the term has more than one possible picture representation.

Math



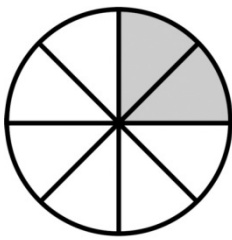
Equals, Does not change, Same*



Equations ($5 \times 2 = 10$)
ELEMENTARY ONLY



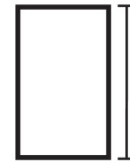
Foot



Fraction (part of a whole, $\frac{2}{8}$)
ELEMENTARY ONLY



Greater than



Height, Length



Increase*, Up, More*



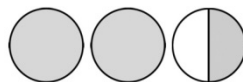
Irregular shapes, Irregular



Less than



Line



Mixed number ($2 \frac{1}{2}$)
ELEMENTARY ONLY



Multiplication*

*Indicates the term has more than one possible picture representation.

Math

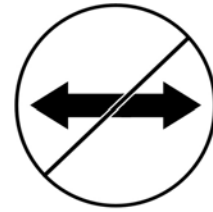


Negative numbers (-10)

ELEMENTARY ONLY



No angle



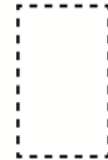
No relationship



Obtuse angle



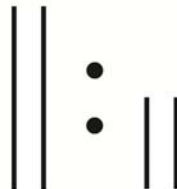
Parallel



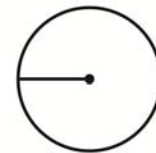
Perimeter



Perpendicular



Proportional sides



Radius



Ray



Regular shapes, Regular



Right angle, 90° angle

*Indicates the term has more than one possible picture representation.

Math



Seconds



Sides
(3 equal length)



Sides
(3)



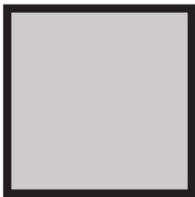
Sides
(4 equal length)



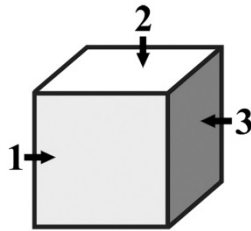
Sides
(4)



Similar*



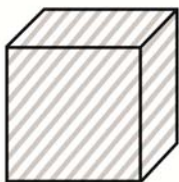
Square
(shape example)



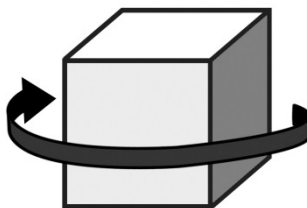
Square units on a surface



Subtract, Less*



Surface area



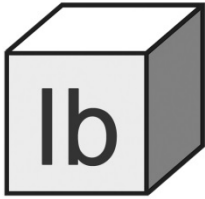
The distance around an object



Volume

*Indicates the term has more than one possible picture representation.

Math



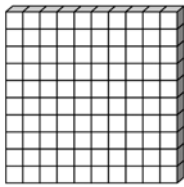
Weight



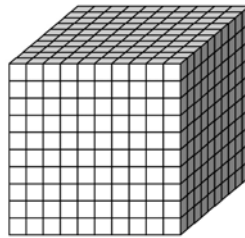
Whole number (1)
ELEMENTARY ONLY



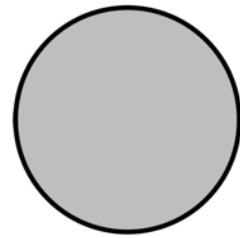
Whole number (10)
ELEMENTARY ONLY



Whole number (100)
ELEMENTARY ONLY



Whole number (1000)
ELEMENTARY ONLY



Whole number with fractions (1)
ELEMENTARY ONLY



Width



Yard

*Indicates the term has more than one possible picture representation.

Science

In science, the focus of the assessment is on the application of skills or knowledge across scientific concepts. Remember, even though performance levels will be assigned, science is not part of accountability this year; science will be used only for participation purposes. As with all content areas, this year three science standards will be assessed in each testing window. Students will be asked to answer five multiple choice questions per standard at each grade level. Students may be asked to use information, data, or evidence to:

- Support a claim
- Make predictions
- Compare models
- Evaluate or analyze information (including design)

Tasks may include supplemental materials to facilitate the application of knowledge. Examples of some supplemental materials that may be included are: charts, tables, models, objects for classification, and animation clips. When animation clips are needed, they will be provided via electronic link from the Online Training System (OTS); the animation clips may be downloaded or used directly with tablet technologies. **If the animation clips are downloaded to a flash drive, desktop or other form of technology, the clips must be permanently removed from the device at the conclusion of test administration.** For students with visual impairments, **some** animation clips will be provided, in part, as tactile graphics. Each animation clip will have a scripted description of the phenomenon occurring in the clip; for students with visual impairments or other difficulty following animation clips; please read the script exactly as written and provide any accompanying tactile graphic. The scripts **must** be read as written.

Students should be familiar with (and have available to them for use) appropriate grade level science tools which are needed for scientific inquiry and used in experiments; this includes, but is not limited to: ruler, scale, magnifying glass, magnet, clock, periodic table (as indicated by grade).

In order to view the science standards, use the link below:

<http://education.ky.gov/aa/assessments/kprep/pages/altstd.aspx>

The science standards were selected based on a progression; this allows parents, teachers and students to see the expectations for learning across grade bands. To access the science progressions use the link below:

<http://education.ky.gov/AA/Assessments/kprep/Pages/AltResources.aspx>

For the **Engineering and Technology** progression, it is important to focus on teaching students how to identify: a problem (e.g., the pencil keeps rolling off of the desk), what constraints (limits) the student has for fixing the problem (e.g., time, money, materials) and then given the constraints, deciding what the best solution to the problem is (e.g., put a book on the desk to stop the pencil, or place something under the short leg of the desk to make the desk level). This progression is about everyday problem solving that involves asking and answering questions:

1. What's wrong (or what is the problem)?
2. How can the problem be fixed?
3. What is needed to fix the problem (or for the solution)?
4. Is there enough time, money, space, materials, etc. to use this solution?
5. What else could be done?
6. How are society and the environment impacted?

Identifying problems and working through how different constraints will impact possible solutions is a very important life lesson.

High School

This year the format of the periodic table has changed. A full-color copy of the periodic table that will be used during assessment is included (Figure 1) in this resource guide for instructional purposes.

For instructional purposes, it may be helpful to use the color-coding on the Periodic Table. When utilizing the periodic table, students should understand it is likely that Non-metals will react with other Non-metals and likely that Non-metals will react with Metals. Generally speaking, Noble Gases are non-reactive; meaning they do not easily combine with other elements to form compound elements.

Glossary of Science Terms

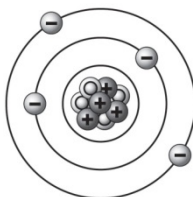
A picture glossary of science terms that will be used in the Attainment Tasks follows on pages 31-35.

Resource Guide
Attainment Tasks 2016-2017Page 31

Science



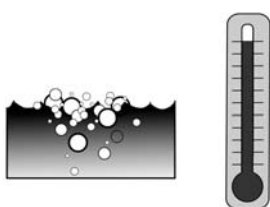
Air Resistance



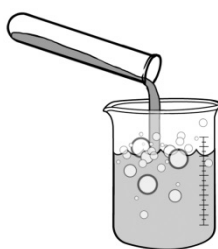
Atoms



Birth*



Boiling point



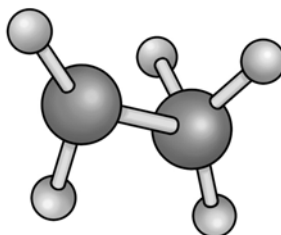
Chemical change



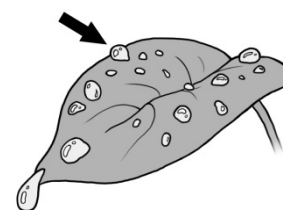
Circumference



Color*



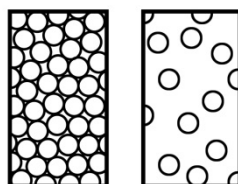
Compound



Condensation*



Death*



Density



Detail*, Find*,
Investigation*

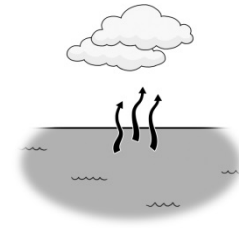
*Indicates the term has more than one possible picture representation.

Science

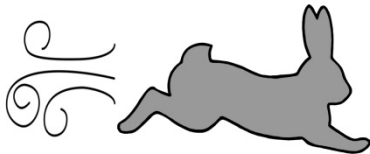
Element (periodic table)



Energy*



Evaporation*



Fast*



Flammability



Freezing point



Friction



Gas*



Gravity



Growth*



Hypothesis



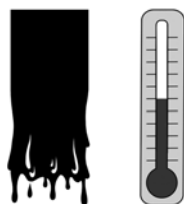
Liquid*

*Indicates the term has more than one possible picture representation.

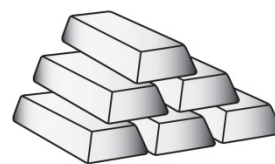
Science



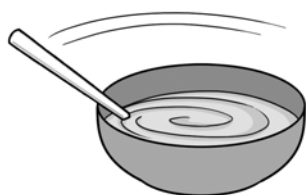
Mass



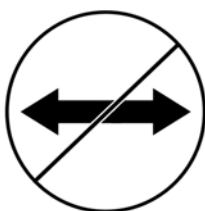
Melting point



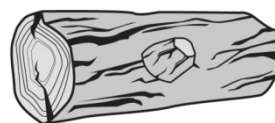
Metal



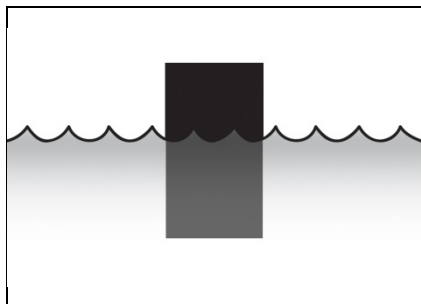
Mixture



No Relationship



Nonmetal



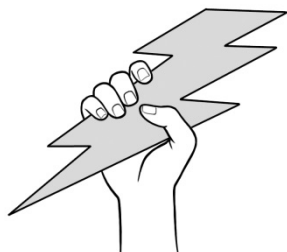
Nonreactive



Physical change



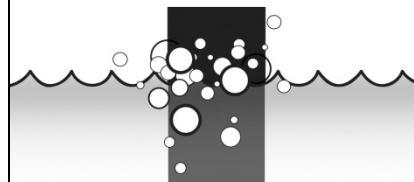
Population



Power



Precipitation*



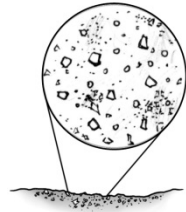
Reactivity

*Indicates the term has more than one possible picture representation.

Science



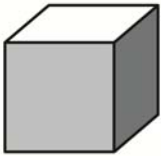
Reproduction*



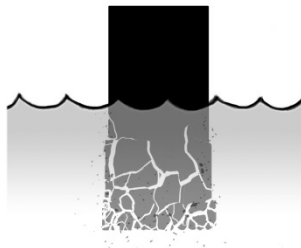
Sediment



Slow*



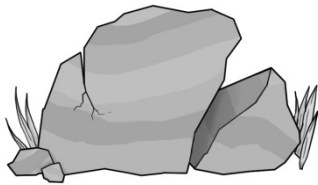
Solid*



Solubility



Volume



Weathering

*Indicates the term has more than one possible picture representation.

Social Studies

In Social Studies, students will often have supplemental materials to support the questions being asked in the Attainment Tasks. Depending on the grade level or the content standard, students will be provided with maps, short reading passages, and/or tables and charts.

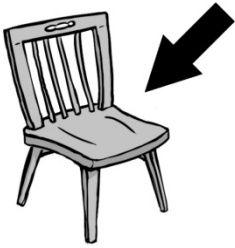
In 8th grade social studies, Standard 8.1 (Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships) will focus only on the time period covered in general education 8th grade classes. Assessment topics will cover the timeframe from Colonial America to Reconstruction.

For assessing Standard 12.4 [Students will explain how the second half of the 20th century was characterized by rapid social, political and economic changes that created new challenges (e.g., population growth, diminishing natural resources, environmental concerns, human rights issues, technological and scientific advances, shifting political alliances, globalization of the economy) in countries around the world, and give examples of how countries have addressed these challenges] the focus on 20th century changes as described in the standard **may** involve China, Brazil, or the Middle East. Students will not be expected to memorize all of this material; test administration will focus on application of skills and concepts from the standards to the provided supplemental materials.

Glossary of Social Studies Terms

A picture glossary of social studies terms that will be used in the Attainment Tasks follows on pages 37-43.

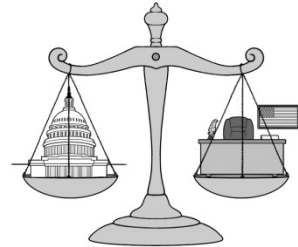
Social Studies



Appointment



Bought*, Paid*, Demand
(as in supply and demand)



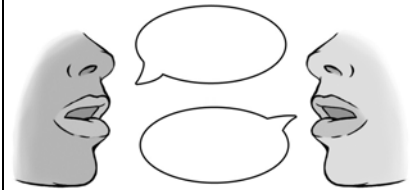
Checks and balances
(example - Federal)



Citizen*



Collaboration, Friendship*



Communicate*



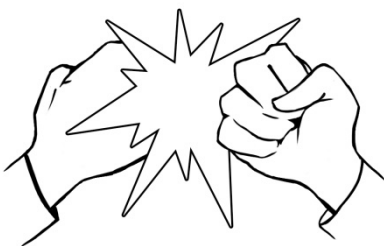
Community



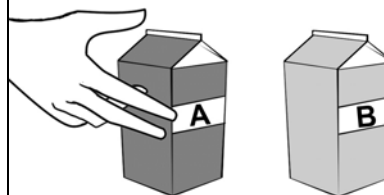
Compromise, Agree*, Thank*



Conflict resolution



Conflict, Fighting



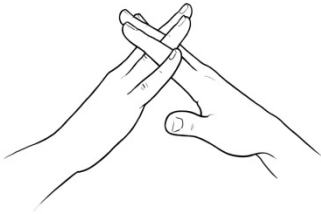
Consumer preference



Contest

*Indicates the term has more than one possible picture representation.

Social Studies



Cooperate



Cost, Price, Expense



Create laws



Crime*



Crime*



Dictator*



Disagreement*, Differences



Economic Globalization



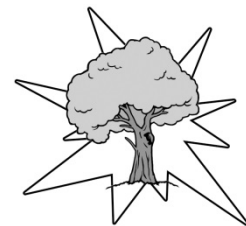
Economy*



Emancipation*



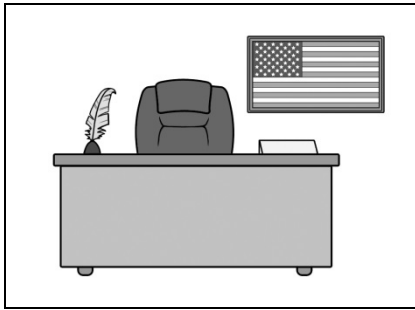
Environment*



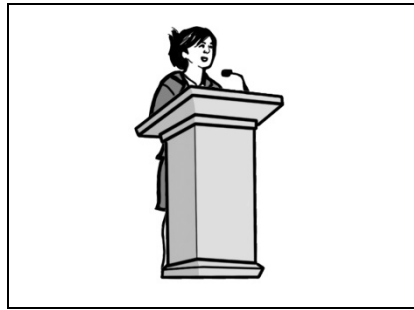
Environmental impact

*Indicates the term has more than one possible picture representation.

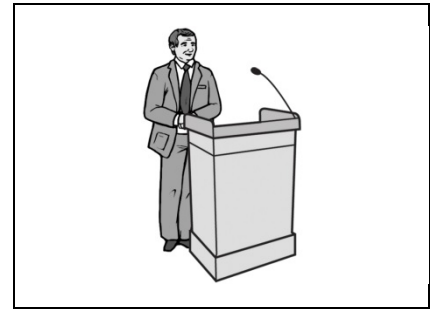
Social Studies



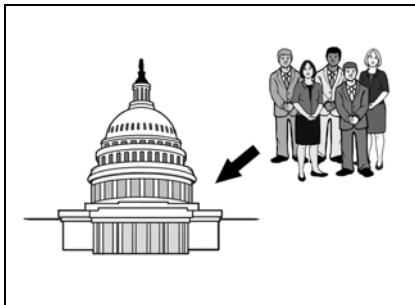
Executive branch*
(example - Federal), President*



Free Speech



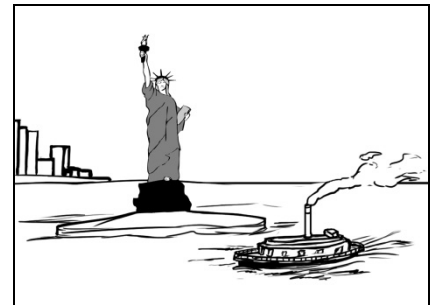
Governor*



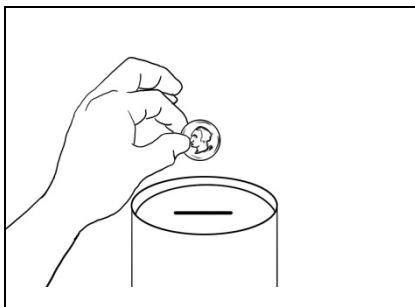
House of representatives*
(example - Federal)



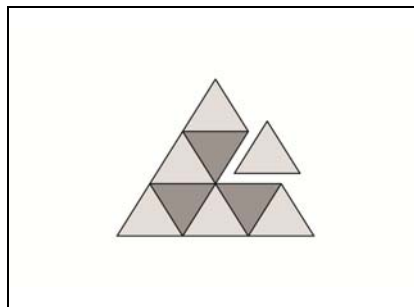
Immigration*
(example - to Brazil)



Immigration*



Input costs



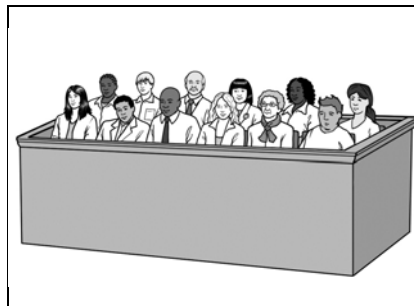
Integration



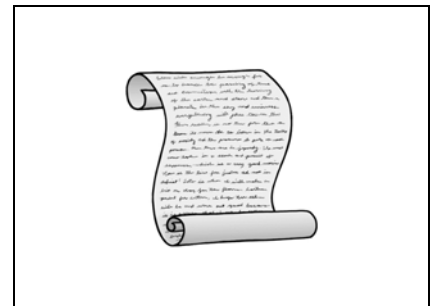
Judge, Justice, Supreme Court*,
Decide if it's legal



Judicial branch, Supreme Court*,
Punishment



Jury



Law, Bill, Constitution,
Declaration of Independence

*Indicates the term has more than one possible picture representation.

Social Studies



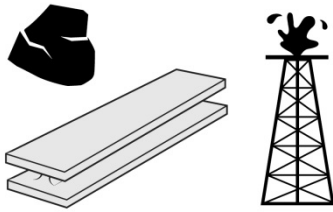
Legislative branch*
(example - Federal)



Luck*



Monarchy



Natural Resource



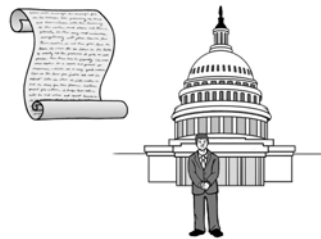
No impact*



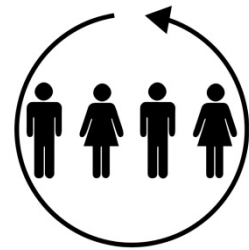
Obey the law, Enforce law or
legislation (may or may not have
car in background)



Opportunity Cost



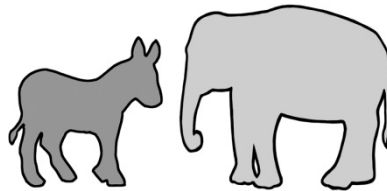
Passing law*
(example - Federal)



People as a whole



Picking up trash, Community
service



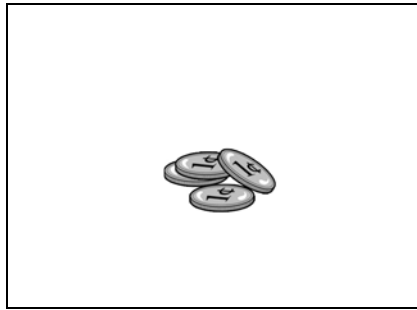
Political parties



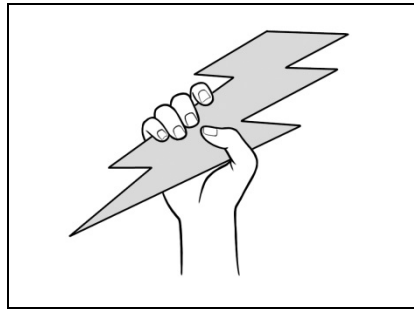
Poor communication*

*Indicates the term has more than one possible picture representation.

Social Studies



Poverty*



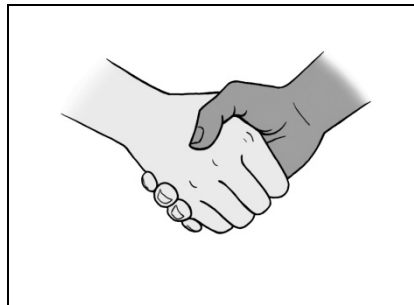
Power



Profit*



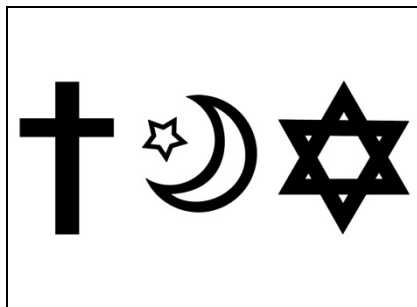
Prohibition



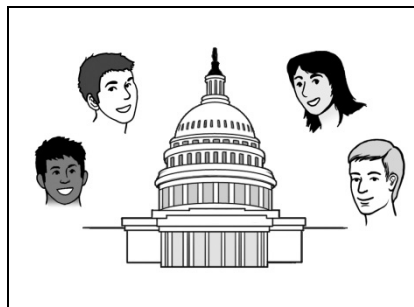
Racial equality*



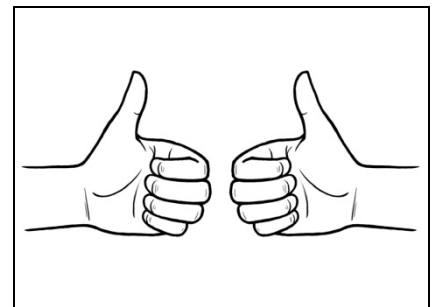
Registering for the military



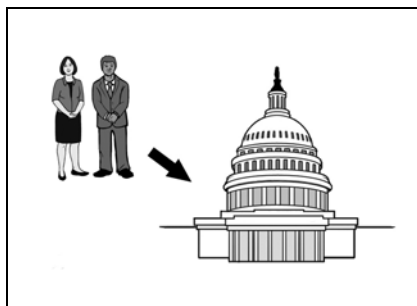
Religion



Representative government



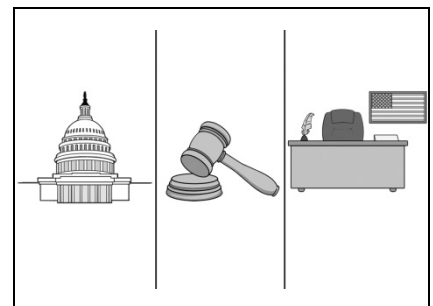
Resolution*



Senate*, Senators*
(example - Federal)



Senators*, Representatives*



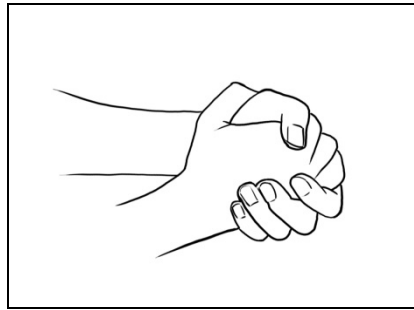
Separate power

*Indicates the term has more than one possible picture representation.

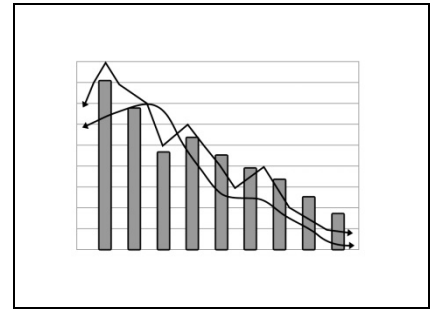
Social Studies



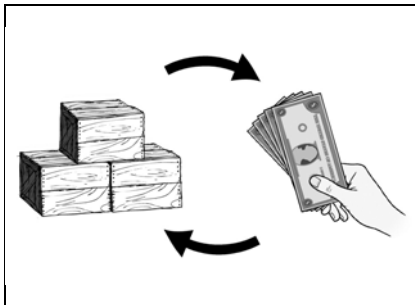
Settle disagreements*



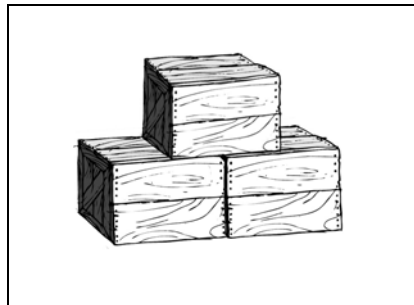
Sorry, Plead



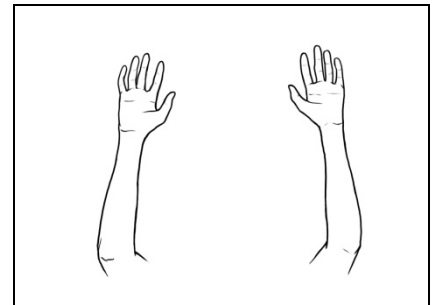
Stock market crash,
Poor economy*



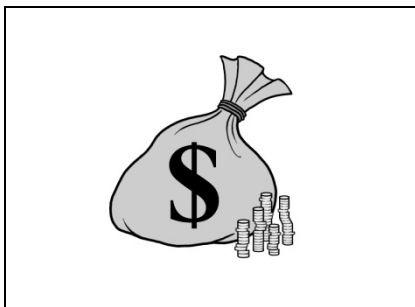
Supply and demand



Supply



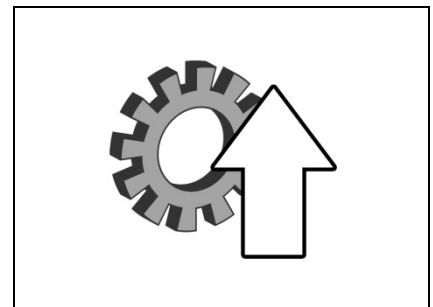
Surrender



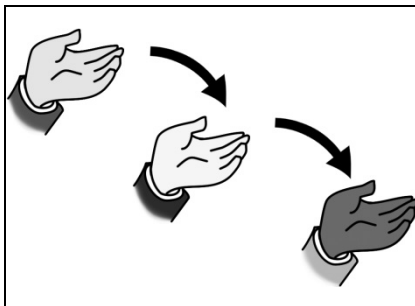
Tax*



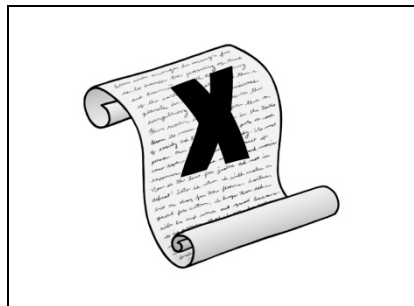
Tax*



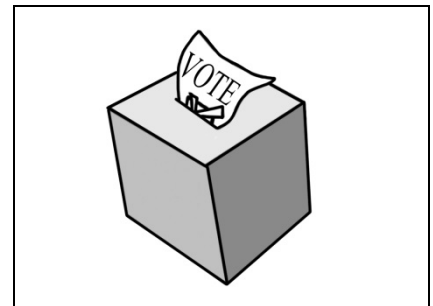
Technology advance



Tradition



Veto bill



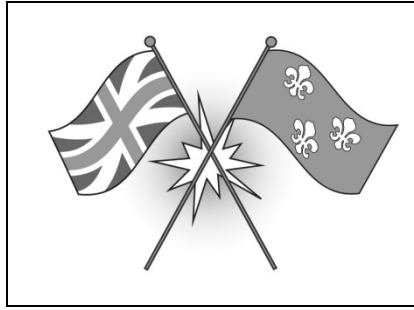
Voting*

*Indicates the term has more than one possible picture representation.

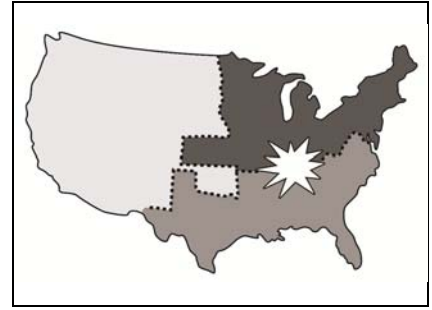
Social Studies



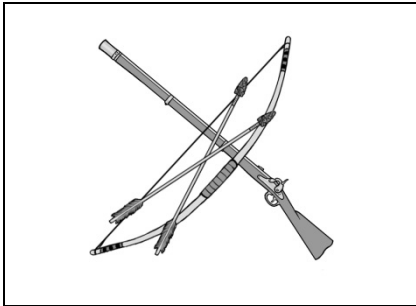
Voting*



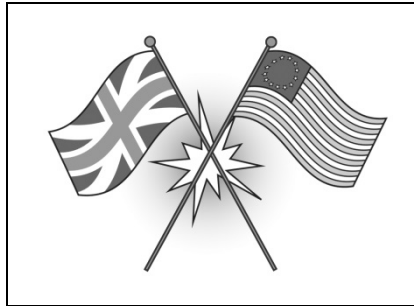
War (British v French)



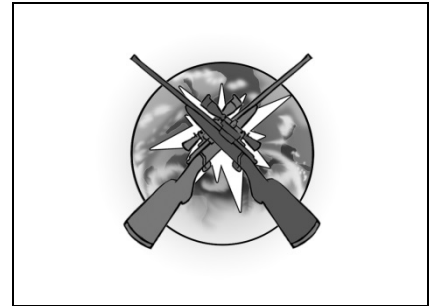
War (Civil War)



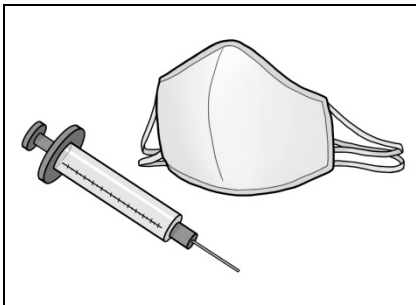
War (French and Indian)



War (Revolutionary)



War (WWII)



Widespread disease



World economy

*Indicates the term has more than one possible picture representation.